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A FOLLOW-UP STUDY OF THE GRADUATES OF AVOHA HIGH  
SCHOOL IN 1961-62-63, AN EVALUATION OF THE  
CURRICULUM AND THE GUIDANCE PROGRAM

by

Raymond Joseph Doherty

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A FOLLOW-UP STUDY OF THE GRADUATES OF AVOHA HIGH  
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A Field Report

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The Graduate Division

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Master of Science in Education

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by

Raymond Joseph Doherty

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## CHAPTER I

### INTRODUCTION

With the extra pressure of the times on education it has become more and more important that the educators know what the students need to be successful, well adjusted citizens. For this reason it is important that the schools evaluate the curriculum periodically to be sure the programs have met these needs to the best of their abilities.

Many sources of data are needed to effectively revise the curriculum or program of the school. One of the sources which can be used is the follow-up study.

This follow-up was carried out at the AvoHa High School for two purposes: (1) to help the administration to improve the curriculum, and, (2) evaluate the program of guidance that has been in existence for the past three years.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to evaluate the curriculum and guidance program in terms of employment and adjustment of students after graduation. This study was to investigate the following areas:

1. Types of employment secured by graduates of AvoHa High School.
2. Areas of the high school curriculum which were most helpful and those which were least helpful.
3. Most frequent problems encountered in gaining desired employment.
4. The adequacy of vocational preparation and information received in high school, in the opinion of the graduates.
5. Evaluation of the adequacy of the curriculum on the basis of opinions as stated by AvoHa graduates attending college.
6. Evaluation of the adequacy of the curriculum on the basis of opinions of those graduates who did not continue formal education.

Importance of the study. The generally accepted purpose of education is to prepare students to be active normal citizens. In order for a school to fulfill this purpose it must know what these people need and then establish a program which fits the needs. One method of finding these needs is the follow-up study of graduates.

Erickson stated that no substitute for follow-up studies can be found when such studies are organized by the individual school.<sup>1</sup> Hardly enough emphasis can be

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<sup>1</sup>Clifford E. Erickson, A Basic Text for Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 392.

placed on the importance of continued research toward planning for the success of any and all school activities. Almost every school wants to know how its program served a particular group of pupils, and data collected from the follow-up study may indicate just that.<sup>1</sup> Humphreys and Traxler said that by drawing upon information from former students, counselors can improve their current relations with students.<sup>2</sup>

Limitation of the problem. It is important to use the results of this study only as a part of the appraisal of the school program. This study only takes in a very short period of time and a limited number of students. The researcher was unable to obtain the addresses of all students and did not receive answers from all letters sent. It should be remembered also that students who did not graduate were not contacted. This study will not attempt to provide the final analysis of AvoHa's curriculum or guidance program. It should never be used as a method of teacher evaluation. The results of this study may show some areas of strength and some areas of

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<sup>1</sup>Clifford P. Froehlich, Guidance Services in Schools (New York: McGraw-Hill Book Company, Inc., 1958), pp. 325-328.

<sup>2</sup>J. Anthony Humphreys and Arthur E. Traxler, Guidance Services (Chicago: Science Research Associates, Inc., 1954), p. 214.

weaknesses of the AvoHa school during the years included in this study. They can be used as an aid to the teacher and administrator in future school planning. They may also be of help to the guidance counselor in organizing his program.

## II. THE AVOHA HIGH SCHOOL

The AvoHa Community School District is a re-organized district in the southwest part of the state of Iowa and is included in two counties, Pottawattamie and Shelby. The district includes the communities of Avoca and Hancock, Iowa. This organization took place in 1957. There were 738 pupils enrolled in the district for the year 1963-64. There were 400 in Kindergarten to grade six, 127 in grades seven and eight, and 211 in high school. There were fifteen tuition students in high school which made a total of 226 in grades nine through twelve.<sup>1</sup>

The school plant is located at two sites. One building is located in Hancock, Iowa and another in Avoca, Iowa. The Hancock building was constructed in the years 1931-32. This building is now used for Kindergarten through fifth grade for students from Hancock and the

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<sup>1</sup> Information supplied by Gordon Ohm, Superintendent, AvoHa Community School, in a personal interview, April 15, 1964.

nearby area. It also includes grade six, these students come from the entire school district. The Avoca school building was constructed in 1897 with additions constructed in 1925 and 1956. This building has grades Kindergarten through five, junior high (seven and eight), and the high school (nine through twelve).<sup>1</sup>

Courses of study and requirements for graduation.

For graduation a student must have thirty-two semester credits or sixteen units. A student may apply a maximum of two units in physical education and/or music toward graduation. One-fourth credit a semester may be earned in vocal or instrumental music as well as in physical education. In order to qualify for a high school diploma a student is required to have a minimum of three units of English, three units of Social Studies, two units in Mathematics, two units in Science, and four years of Physical Education.

Curriculum changes. There have been very few changes in the curriculum for the AvoHa High School since the present program was begun in 1957-58. The changes are listed below:

Added	Earth Science	1962
	Geography	1962

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<sup>1</sup>Ibid.

	Spanish	1962
	Shop III	1961
	Driver Education	1958
	Sociology	1961
Dropped	General Science	1961

The curriculum<sup>1</sup> of AvoHa High School at the time of this project was made up of thirty-eight courses.

The questionnaire. The questionnaire<sup>2</sup> was made up of questions obtained from literature reviewed and from studying the purpose of the survey. A pilot study was conducted of former AvoHa students to assist in validation of the questions, and the questionnaire was then approved by the major adviser. These persons were asked by the investigator for an opinion on each question. As a result several questions were changed to make them easier to understand and easier to answer. Some open-end questions were added to allow students to give an opinion. The questionnaire was sent to 128 students who had graduated from AvoHa High School in the years 1961, 1962, and 1963. The questionnaire was accompanied by a letter of explanation<sup>3</sup> and a stamped envelope for returning was included.

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<sup>1</sup>See Appendix A for copy of the curriculum.

<sup>2</sup>See Appendix C for copy of the questionnaire.

<sup>3</sup>See Appendix B for a copy of the cover letter.

Three weeks after the questionnaire was sent a follow-up postal card was sent to remind these persons to return the questionnaire. Seventy-five returns were received, the following shows the rate and percent of the questionnaires returned:

	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Percent</u>
Number sent	64	64	128	
Number returned	36	39	75	58.6

### III. REVIEW OF LITERATURE

The purpose of the review of literature was to find reasons for a follow-up study and obtain results and conclusions found by others in the area of guidance and curriculum.

If the guidance services of any school are going to be truly contributive to the institution and the students in it, they must be based upon scientific research and evaluation.<sup>1</sup>

Froehlich stated in regard to research and evaluation that "these services are not simply frosting on the guidance cake; they are basic ingredients."<sup>2</sup>

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<sup>1</sup>Anthony Humphreys and Arthur E. Traxler, Guidance Services, (Chicago: Science Research Associates, Inc., 1954), p. 233.

<sup>2</sup>Clifford P. Froehlich, Guidance Services in Schools, (New York: McGraw-Hill Book Company, Inc., 1958), p. 323.



He suggested two reasons for research--one to improve the guidance program itself, the other to conduct coordinative studies relating to curriculum and co-curricular offering.<sup>1</sup>

Rothney projected these uses into even more tangible areas by stating that follow-up studies may reveal strengths and weaknesses of a guidance program. He further emphasized that these studies provide good public relations material and stimulate faculty members to recognize education as a longitudinal process which extends beyond the graduating ceremony.<sup>2</sup>

Alter re-emphasized that "one of the most neglected and probably the most important areas of school operation is the follow-up studies of graduates."<sup>3</sup>

If indeed the effectiveness of a school is judged on how well its students take their place in society, it will be necessary to know what they are doing after they leave school.

Douglass pointed out that: a program of life

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<sup>1</sup>Ibid., p. 324.

<sup>2</sup>John W. M. Rothney, "Follow-up Services in a Small Secondary School," The High School Journal, XL (May, 1957), 275.

<sup>3</sup>Harry M. Alter, "Ask the Graduates," A Method of Curriculum Improvement, California Journal of Secondary Education, XXXII (December 1957), 473-478.

adjustment attending to the needs of the individual will need to follow the student out into his adult life situations. Only as the school remains in touch with the post school experiences of its students will it effectively fulfill its basic purpose.<sup>1</sup>

In 1956 a published survey reported follow-up studies of 1949 graduates by forty-five Iowa high schools. This study was sponsored by the Life Adjustment Education Commission, Department of Public Instruction, State of Iowa. Among the purposes adopted for the study were:

1. To help the school assess the effectiveness, desirability and fitness of course offerings.
2. To obtain the opinions of graduates as to what part of the high school experience helped most.
3. To secure the opinions of the graduates about helpfulness of the counseling they received.
4. To determine to what extent school experience seemed to help in meeting the problems which the graduates, had to face.<sup>2</sup>

According to McDaniel, the follow-up study data that are gathered provide the factual basis upon which to

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<sup>1</sup>Harl R. Douglass (ed), Education for Life Adjustment, (New York: The Ronald Press Company, 1952), p. 86.

<sup>2</sup>Life Adjustment Education Commission, Statewide Follow-up of 1949 Graduates, (Des Moines, State of Iowa, Department of Public Instruction, July, 1956).

initiate and implement changes in the school program.<sup>1</sup>

McDaniel also stated, that since a guidance worker cannot know the effectiveness of his counseling until he has studied outcomes--a systematic program of follow-up is necessary for self-evaluation and professional development.<sup>2</sup>

Several follow-up studies have been made in other Iowa school districts. Some of this information as it relates to this survey is cited in the following paragraphs.

Sherer made these conclusions:

1. The school had little, if anything to do with securing jobs for its graduates.
2. Although many of the students did not know what their vocational future would be when they left school, most of them were satisfied with the jobs they held and expected to stay in these occupations.
3. Unemployment was not a problem for these graduates.<sup>3</sup>

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<sup>1</sup>Henry B. McDaniel, Guidance in the Modern School, (New York: Henry Holt and Company, Inc., 1956), p. 324.

<sup>2</sup>Ibid.

<sup>3</sup>Mary E. Sherer, "A Follow-up Study of the Graduates of Urbandale High School, 1954-1958," (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1963), p. 51-52.

The following conclusions were made by Lischer:

1. A majority of the respondents upon graduation from Creston High School left the Creston area to seek employment elsewhere.
2. Only a small number of graduates attended technical or trade schools.
3. Graduates not attending colleges or universities felt a growing need for a more adequate technical curriculum in Creston High School.<sup>1</sup>

Conclusions reached by Mallas:

1. The responses as compiled did not indicate a great difference of opinion between the viewpoints of the women and viewpoints of the men participating in this study.
2. There was not a high degree of relationship between the job the graduates secured and the job they thought they would secure upon graduation.<sup>2</sup>

In determining courses to be offered in the high school, Bennett found a definite dissatisfaction on the

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<sup>1</sup>Shirley N. Lischer, "A Follow-up Study of Creston, Iowa, High School Graduates for 1955, 1957, and 1959," (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1962).

<sup>2</sup>Kenneth M. Mallas, "A Follow-up Study of the Maquoketa High School Graduates, 1955, 1956, 1957, 1958, 1959," (unpublished Master's thesis, Drake University, Des Moines, Iowa, 1962), p. 50-51.

part of the graduates in the area of preparation for family life, which includes sex education and marriage relations.<sup>1</sup>

McBeth concluded:

1. The high school did little in aiding their graduates to secure a job.
2. A large percentage graduated without any plans for the future.
3. Counseling and guidance services were insufficient.
4. Graduates had inadequate participation in community affairs.<sup>2</sup>

Jensen concluded in his study of some Waverly, Iowa High School graduates that some forms of weaknesses which exist within a curriculum may be discovered by use of a follow-up study of recent high school graduates.<sup>3</sup>

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<sup>1</sup>Charles D. Bennett, "An Evaluation of Selected Areas of the Perry, Iowa, High School Program by a Follow-up Study of the Graduates of the Years 1943-1952," (unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1953), p. 56.

<sup>2</sup>Richard E. McBeth, "A Follow-up Study of the 1949 Graduates of a Large and Small School in Henry County, Iowa" (unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1957), p. 76.

<sup>3</sup>Dale La Vern Jensen, "A Follow-up Study of Waverly High School Graduates, Waverly, Iowa, 1950-1957," (unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1958), pp. 63-64.

Olson found the students' major problem in adjusting to college was weakness in work and study habits. He also found lack of vocational guidance a problem among the graduates he studied.<sup>1</sup>

In a study made by Miller, the responses showed there had been a lack of job information received in high school, and very little knowledge was gained of how to get or hold a job.<sup>2</sup>

It may be concluded from these surveys that the follow-up study can be of great value to find weaknesses and needs of the curriculum or guidance program of a high school.

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<sup>1</sup>Arthur B. Olson, "A Follow-up Study of the 1948, 1949, and 1950 Graduates of Algona High School, Algona, Iowa" (unpublished Master's Thesis, Drake University, Des Moines, Iowa, 1962), p. 34.

<sup>2</sup>Leonard M. Miller, "Graduates and Drop-outs in Virginia," School Life, XXXIV (March, 1952), pp. 93-95.

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## CHAPTER II

### PRESENTATION OF DATA

The results of the questionnaire were tabulated with men and women tabulated separately and compared by the year of graduation. Seventy-five AvoHa High School graduates, thirty-nine women and thirty-six men answered the questionnaire. The figures are sometimes misleading because some graduates gave more than one answer to several questions.

#### I. ADDRESS AND MARITAL STATUS

The results of the question on "present address" indicated that most of the people stayed very close to the AvoHa area. Fifty-nine persons, thirty men and twenty-nine women, gave an Iowa address. Nineteen persons, thirteen men and six women, gave an "out of state address."

In answer to the question on "marital status," six men said they were married and thirty said they were single. There were no reports of separation or divorce. There were ten women who reported they were married and twenty-nine said they were single. As among the men there were no separations or divorces reported.

#### II. POST-HIGH SCHOOL ACTIVITIES OF GRADUATES

Employment of Graduates. Employment data of the

seventy-five respondents revealed that twenty-five were employed full time, ten men and fifteen women, five men and five women have part time employment (four of these are college women), nine men are in the armed forces and ten women indicated they were housewives. Five of the women who reported as employed full time also indicated they were a housewife. There were thirty reporting in school full time, twelve men and eighteen women. The most common types of employment reported were Clerical and Sales, and Skilled and Semi-skilled. Table I indicates the various types of work reported and the number employed in each type.

TABLE I

TYPE OF WORK ENGAGED IN AS REPORTED BY 75 GRADUATES  
OF AVOHA HIGH SCHOOL, 1961-63

Type of work	Men	Women	Total
Professional and Semi-professional	2	2	4
Clerical and Sales	4	15	19
Agriculture	5	0	5
Skilled and Semi-skilled	13	1	14
Housewife	0	5	5
Attending college	12	16	28
Unemployed	0	0	0
Total	36	39	75



Method of obtaining employment. Twenty-four graduates indicated they had found employment without any aid, six reported they obtained employment through a friend, four found a job through an employment agency, three had family help, and three reported help from the high school staff. There were seven who indicated other means of obtaining employment.

The relationship between work desired and work secured is shown in Table II. The reports indicate a large majority of graduates found employment closely related to that which they desired. Nineteen men and nineteen women indicated their job was the type desired, ten men and nine women reported their job as closely related, whereas only nine men and women found employment in areas not desired before graduation from high school.

TABLE II

DEGREE OF RELATIONSHIP BETWEEN WORK SECURED AND WORK  
DESIRED AS REPORTED BY 75 GRADUATES OF  
AVOHA HIGH SCHOOL, 1961-63

Relationship	Men	Women	Total
Didn't have choice	1	2	3
Not related	2	4	6
Closely related	10	9	19
Type wanted	19	19	38
No response	4	5	9
Total	36	39	75

Degree of satisfaction in work secured. In answer to the question concerning satisfaction with their present job, forty-four of the sixty-six graduates that answered were satisfied with their employment. The reports were given as follows:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Satisfied	20	24	44
Moderately satisfied	6	10	16
Indifferent	3	1	4
Unsatisfied	2	0	2
Total	31	35	66

Future occupational plans. Students were asked to indicate their choice of occupation for the future. Fifteen men and seventeen women indicated a professional occupation as a future career. The other occupations were identified as follows: clerical and sales, five men and ten women; agriculture, four men; skilled and semi-skilled, ten men and six women; housewife, six women; undecided, two men. All of the men and women answered this question.

### III. SCHOOL INFLUENCES

High school training that helped most. Table III shows the areas of the high school course of study most frequently mentioned by the graduates as being helpful in their secured position. General Studies was chosen by eighteen

men and eighteen women as being most helpful. Vocational Studies was mentioned by eight men and twelve women, whereas the Extra Curricular area was mentioned by three men and three women. There were seven men and five women who thought all areas were important in their present work. There was only one person, a woman, who indicated that none of the courses of study was of help to her.

TABLE III

AREA OF HIGH SCHOOL CURRICULUM REPORTED AS MOST HELPFUL  
IN POSITIONS SECURED BY 75 GRADUATES OF  
AVOHA HIGH SCHOOL, 1961-63

Area of Education	Men	Women	Total
General Studies	18	18	36
Vocational Studies	8	12	20
Extra Curricular	3	3	6
All	7	5	12
None	0	1	1
Total	36	39	75

#### IV. GUIDANCE AND COUNSELING

Graduates were asked to what degree was the counseling received in high school of help to them. Table IV indicates nine men and nine women found it extremely helpful. Seventeen men and eighteen women found it of some help. There were six men and four women who indicated it was of very little help and two men and one woman found it

was not helpful at all. Two men and seven women reported they did not have any counseling in high school.

TABLE IV  
EXTENT COUNSELING RECEIVED WAS HELPFUL AS REPORTED  
BY 75 GRADUATES OF AVOHA  
HIGH SCHOOL, 1961-63

Degree of Help	Men	Women	Total
Extremely helpful	9	9	18
Some help	17	18	35
Very little help	6	4	10
Not helpful at all	2	1	3
Didn't have any in high school	2	7	9
Total	36	39	75

Help in choosing a vocation. The question was asked if the graduates thought they would be in a different occupation if they had received more counseling in high school. Eleven of the men graduates and seven of the women indicated that more counseling would have changed their occupation, twenty-five men and thirty-two women answered no they would not have a different occupation as a result of more counseling.

Number of conferences with counselor. The data in Table V show the number of times the graduates talked to

TABLE V

NUMBER OF TIMES GRADUATES HAD TALKED TO COUNSELOR  
AS REPORTED BY 75 GRADUATES OF  
AVOHA HIGH SCHOOL, 1961-63

Number of times	Men	Women	Total
Once a year	7	4	11
Twice a year	5	10	15
Three times a year	5	3	8
More than three times a year	17	15	32
None	2	7	9
Total	36	39	75

their counselor during high school. There were seven men and four women that indicated a conference only once a year, five men and ten women reported twice a year, five men and three women said three times a year, and seventeen men and fifteen women said they had more than three conferences a year. There were two men and seven women that indicated they had no conferences during high school.

How the conference was called. Table VI reports the method used to obtain a conference with the counselor. There was a total of one-hundred and one conferences reported. Of these conferences twenty-four men and thirty-two women indicated they had asked for the meeting. There were twenty men and twenty-one women who indicated they had

been asked to have a conference by the counselor. Two women reported their parents had told them to do so, and two men indicated they had been told to do so by some school official.

TABLE VI

HOW THE COUNSELING CONFERENCE WAS CALLED AS  
REPORTED BY 75 GRADUATES OF AVOHA  
HIGH SCHOOL, 1961-63

Method used	Men	Women	Total
I asked for conference	24	32	56
I was asked by my parents	0	2	2
I was told to by school official	2	0	2
Counselor asked for conference	20	21	41
Total	46	55	101

Ideas about guidance. The graduates were asked to indicate if they thought students should be called in for counseling conferences several times a year. There was a very large majority in favor of this idea as is indicated in these results.

Of the seventy-five persons questioned, thirty-four men and thirty-eight women answered yes they should be called in for counseling conferences several times a year.

There were two men and one woman who answered no.

The graduates were also asked to show their opinions on the value of group guidance meetings. They were asked to indicate if they thought these meetings were of help to most students. As in the previous question the students gave a large majority vote in favor of the meetings. The men answered yes twenty-five times and the women twenty-nine. There were eleven men and ten women who answered no.

Problems encountered after high school graduation.

Graduates were asked to indicate the most difficult problem faced since high school graduation. The problem most often reported was further education. This problem was reported by thirteen men and fourteen women. There were thirteen men and four women reporting finding employment as a problem, four men and two women indicated making friends was a problem to them. There were seven men and one woman who gave military service as a problem, two men and three women said boy-girl relationships, two men and three women gave adjusting to marriage, whereas four men and four women indicated moral and spiritual as a problem to them. There were no reports of holding a job being a problem and six men and twelve women reported they had no problems since graduation. Three men and three women gave "other problems" in answer to the question. These data are shown in Table VII.

TABLE VII

MOST DIFFICULT PROBLEM MET SINCE GRADUATION AS  
REPORTED BY 75 GRADUATES OF  
AVOHA HIGH SCHOOL, 1961-63

Problem	Men	Women	Total
Finding employment	2	4	6
Making friends	4	2	6
Military service	7	1	8
Boy-girl relationships	2	3	5
Adjusting to marriage	3	3	6
Further education	13	14	27
Moral and spiritual	4	4	8
Holding a job	0	0	0
Other	3	3	6
No problems	6	12	18
Total	44	46	90

The following is a list of the "other problems" given by the men and women in answer to the questionnaire.

Men:

Study habits

Lack of training in a profession

Finding what they really want to do

Women:

Transportation

Husband in military service

What to do



Schools attended. Table VIII gives the reports by the graduates of schools attended since graduation from high school. There were fifteen men and thirteen women

TABLE VIII

SCHOOL ATTENDED AS REPORTED BY 75 GRADUATES OF  
AVOHA HIGH SCHOOL, 1961-63

Type of school	Men	Women	Total
College	15	13	28
Business college	1	0	1
Trade or Technical school	4	1	5
Nurses Training	0	8	8
Other	6	2	8
No reply	11	18	29
Total	37	42	79

who reported attending college, four men and four women indicated attending a trade or technical school, one man reported business college, while eight women reported attending nurses training. There were six men and two women reporting "other" schools attended since graduation. There were eleven men and eighteen women who gave no reply to this question. Several of the students indicated they had attended more than one of the types of schools listed. All of the cases of "other schools" reported by men were training schools of the military service. Of the two

"other schools" listed by women, one was a correspondence business course and one was a company training school.

How well prepared for advanced schools. The reports of the graduates indicate they feel they were adequately prepared by AvoHa High School. A large majority indicated they were either well or fairly well prepared for advanced schools, as the results shown below indicate:

There were six men and nine women that reported they were well prepared with fourteen men and thirteen women reporting they were fairly well trained by AvoHa High School. There were six men and two women that reported that they were poorly trained for advanced schooling.

#### V. CHANGES SUGGESTED BY THE MEN GRADUATES

The following list includes changes suggested by the men graduates:

1. Make things harder
2. Write more themes, have more vocational courses
3. More speech and grammar required
4. Auto mechanics included in shop
5. Science courses emphasized and completely covered
6. More math and science
7. Professional persons come and talk to students  
about vocations
8. Better science department

9. More math and science
10. More language and speech, especially writing aspect of English
11. More religious help to students
12. Basic electricity in Physics
13. Make more subjects required subjects
14. Broader vocational choice
15. I think AvoHa has a very fine selection of courses and activities and if used prepare a student very well.
16. Music theory should be taught in high school
17. Should have F.F.A.
18. Make Physics and Chemistry more important, work some Calculus into advanced math, write more short themes at least every two weeks.

#### VI. CHANGES SUGGESTED BY THE WOMEN GRADUATES

The following list includes changes suggested by the women graduates:

1. I think students should be better instructed on how to go about finding a job when they graduate
2. More math, make the English department harder and more advanced.
3. The science department could be improved.
4. I feel that AvoHa prepared me very well in all phases of education, however more time needs to

be spent on the student doing his own thinking,  
creative thinking

5. A business law course might be helpful
6. Better qualified teachers
7. A course on marriage, for girls a course on  
child birth
8. More business courses
9. More than one year of typing and shorthand
10. More shorthand
11. More discipline in school
12. Offer psychology and sociology
13. Widen the business courses
14. Sex education should be stressed in high school
15. Better informed students on how to study
16. More themes, better English department
17. More essays, change English department, speech  
should be a sophomore required course
18. Better English
19. English should be improved
20. Strengthen the science courses
21. Better moral standards, psychology

## CHAPTER III

### I. SUMMARY AND CONCLUSIONS

One can find many indications from this study but most are inconclusive because of lack of complete data. One can assume for example that there is a very small employment problem among the men and women graduates because of the negative answers in Table I. However this only represents a small percentage as only approximately 30% of the students were employed.

Table I shows the employment status and indicates only a very small percentage (less than 1%) of the respondents are employed at professional occupations and that approximately 50% of the respondents desire to become professional.

Over 60% of the students reported that the general studies or all studies in the high school were most helpful.

In general terms the graduates reported to be very satisfied with whatever they have been doing for employment since graduation.

The reports given by the students about the guidance department in AvoHa High School show that there is a general agreement about the importance of guidance to the young people. They showed a large percentage in favor of calling students in for counseling several times a year and for group guidance meetings.

The students who attended some advanced school reported a large percentage of being either well or fairly well prepared by the AvoHa High School. Only 23% of the men and 8% of the women reported they were poorly prepared for advanced school.

As Jensen stated in his study, this study also found very little difference between the reports of the men and women graduates.<sup>1</sup>

It was also found that the school had little to do with students finding jobs as was the conclusion of Sherer<sup>2</sup> and the same conclusion was reached by McBeth.<sup>3</sup> Another of Sherer's conclusions that was common to this study was that the problem of unemployed persons was not a factor.<sup>4</sup>

The small number of graduates from AvoHa High School that attended trade or technical schools and the need for more vocational choice were conclusions from this survey that also paralleled those by Lischer.<sup>5</sup>

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<sup>1</sup>Jensen, loc. cit. "A Follow-up Study of Waverly High School Graduates, Waverly, Iowa, 1950-1957."

<sup>2</sup>Sherer, loc. cit. "A Follow-up Study of the Graduates of Urbandale High School, 1954-1958."

<sup>3</sup>McBeth, loc. cit. "A Follow-up Study of the 1949 Graduates of a Large and Small School in Henry County Iowa."

<sup>4</sup>Sherer, op. cit.

<sup>5</sup>Lischer, loc. cit. "A Follow-up Study of Creston High School Graduates for 1955-1958."

As a general conclusion it may be said that the students who graduated from AvoHa High School in the years 1961-62-63 are generally well satisfied with the training received and satisfied with the employment they have taken.

## II. RECOMMENDATIONS

It should be an important step for the administration to study the reports concerning the English department because it was the number one item mentioned by the graduates in this study as being in need of change.

The science and math departments could also investigate the possibility of making their courses more advanced.

The commercial department should look into the reports that it could be enlarged to include more advanced courses.

It is also recommended that the guidance department investigate the possibility of holding more group guidance meetings with the subjects suggested by these graduates as possible topics of discussion.

It is further recommended that evaluation of the curriculum of AvoHa High School be continued so that the information gained from this study will be of more value, and the school will become a better school for the students.

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## APPENDIXES

## APPENDIX A

## CURRICULUM FOR AVOHA HIGH SCHOOL\*

Grade	Required Courses	Electives Offered
Freshman	English I Algebra I	Earth Science Geography Latin I Homemaking Mechanical Drawing
Sophomore	English II Plane Geometry	Biology World History Latin II Homemaking II Shop I Driver Education
Junior	American Literature American History	Advanced Algebra Typing Physics Homemaking I Shop II Spanish I Bookkeeping
Senior	Government	Speech Trigonometry Economics Grammar Analytic Geometry Sociology Shorthand Shop III English Literature Office Practice Bookkeeping Spanish II Chemistry

\*Source: Typewritten schedule obtained from William Shidler, Principal, AvoHa High School, April 14, 1964.

## APPENDIX B

April 3, 1964

Dear AvoHa High School Graduates:

In order to develop a better school it is important to ask former students for information which only experience can give. We are conducting a survey of the graduates of AvoHa High School in the 1961-62-63, to find ways which our school can be improved to better suit the student needs. This survey is being carried out with the approval of the board of education and the help of the superintendent of the school.

Please fill out the questionnaire with as much care as possible as each answer is very important. The success of this project depends on participation of all graduates. All answers will be kept in the strictest confidence and you need not sign your name. Remember only past students can tell the needs of the school.

Please take the short time needed to help us and the students of AvoHa High School. Thank you very much.

Sincerely yours,

Raymond J. Doherty  
Guidance Director  
AvoHa High School  
Avoca, Iowa

## APPENDIX C

FOLLOW-UP OF HIGH SCHOOL GRADUATES  
CONFIDENTIAL REPORT

1. Year graduated \_\_\_\_\_.
2. Sex M \_\_\_\_\_ F \_\_\_\_\_
3. Present address \_\_\_\_\_.
4. Marital status: (Check)  
Single \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed \_\_\_\_\_  
Married \_\_\_\_\_ Separated \_\_\_\_\_
5. Employment: (Check those applicable)  
Employed full time \_\_\_\_\_ Housewife \_\_\_\_\_  
Employed part time \_\_\_\_\_ In school full time \_\_\_\_\_  
Unemployed seeking work \_\_\_\_\_ Other \_\_\_\_\_  
Armed Forces \_\_\_\_\_
6. What is your work? \_\_\_\_\_.
7. If you are employed for wages, how did you obtain your job? (Check)  
Family \_\_\_\_\_ Classified Ad \_\_\_\_\_  
Friend \_\_\_\_\_ Found it myself \_\_\_\_\_  
Employment Agency \_\_\_\_\_ Other \_\_\_\_\_  
High School Staff \_\_\_\_\_
8. To what extent is your present job like the type of work you thought you would follow when you left high school?  
Didn't have a choice \_\_\_\_\_ Closely related \_\_\_\_\_  
Not related \_\_\_\_\_ Type of work I wanted \_\_\_\_\_

9. How well satisfied are you with your present job?  
Satisfied \_\_\_\_\_ Unsatisfied \_\_\_\_\_  
Moderately satisfied \_\_\_\_\_ Indifferent \_\_\_\_\_
10. What occupation do you hope to follow? \_\_\_\_\_
11. What part of your high school education helped you most in your present position? (Please name)  
General studies: \_\_\_\_\_  
\_\_\_\_\_  
Vocational Studies: \_\_\_\_\_  
\_\_\_\_\_  
Extracurricular Activities: \_\_\_\_\_  
\_\_\_\_\_
12. What part of your high school education helped you the least in your present position? (Please name)  
General Studies: \_\_\_\_\_  
\_\_\_\_\_  
Vocational Studies: \_\_\_\_\_  
\_\_\_\_\_  
Extracurricular Activities: \_\_\_\_\_  
\_\_\_\_\_
13. To what extent has the counseling you received in high school been helpful to you?  
Extremely helpful \_\_\_\_\_ Not helpful at all \_\_\_\_\_  
Some help \_\_\_\_\_ Didn't have any in school \_\_\_\_\_  
Very little help \_\_\_\_\_
14. Do you think you would be in a different occupation if you had received more counseling in high school?  
Yes \_\_\_\_\_ No \_\_\_\_\_

15. How many times did you talk to your counselor?

Once a year \_\_\_\_\_

Twice a year \_\_\_\_\_

Three times a year \_\_\_\_\_

More than three times a year \_\_\_\_\_

16. How was the counseling conference called?

I asked for a conference \_\_\_\_\_

I was asked to talk to the counselor by my  
parents \_\_\_\_\_

I was told to do so by a school official \_\_\_\_\_

The counselor asked me to stop in \_\_\_\_\_

17. Do you think students should be called in for a  
conference several times a year? Yes \_\_\_\_\_ No \_\_\_\_\_

18. Do you think group meetings about guidance problems  
are of help to most students? Yes \_\_\_\_\_ No \_\_\_\_\_

19. What was the most difficult problem you have had to  
meet since graduating from high school? (If you wish  
to check more than one, use 1 for first choice, 2 for  
second, et cetera.)

Finding employment \_\_\_\_\_ Adjusting to marriage \_\_\_\_\_

Making friends \_\_\_\_\_ Further education \_\_\_\_\_

Military service \_\_\_\_\_ Moral and spiritual \_\_\_\_\_

Boy-girl relationships \_\_\_\_\_ Holding a job \_\_\_\_\_

List other problems \_\_\_\_\_

20. What changes in courses or activities in the high school  
do you feel would help the school better prepare other  
students? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



21. School: Have you attended any of the following types of schools since high school?

- a. College (Name) \_\_\_\_\_  
Dates attended \_\_\_\_\_  
Major subject \_\_\_\_\_
- b. Business College (Name) \_\_\_\_\_  
Dates attended \_\_\_\_\_  
Major subject \_\_\_\_\_
- c. Trade or Technical School \_\_\_\_\_  
Dates attended \_\_\_\_\_  
Major subject \_\_\_\_\_
- d. Nurses Training (Name) \_\_\_\_\_  
Dates attended \_\_\_\_\_
- e. Other (Name) \_\_\_\_\_  
Dates attended \_\_\_\_\_  
Major subject \_\_\_\_\_
- f. How well do you believe you were prepared for the institution you attended?
- Well \_\_\_\_\_  
Fairly well \_\_\_\_\_  
Poorly \_\_\_\_\_